

Successful Strategies for Middle and High School Inclusion



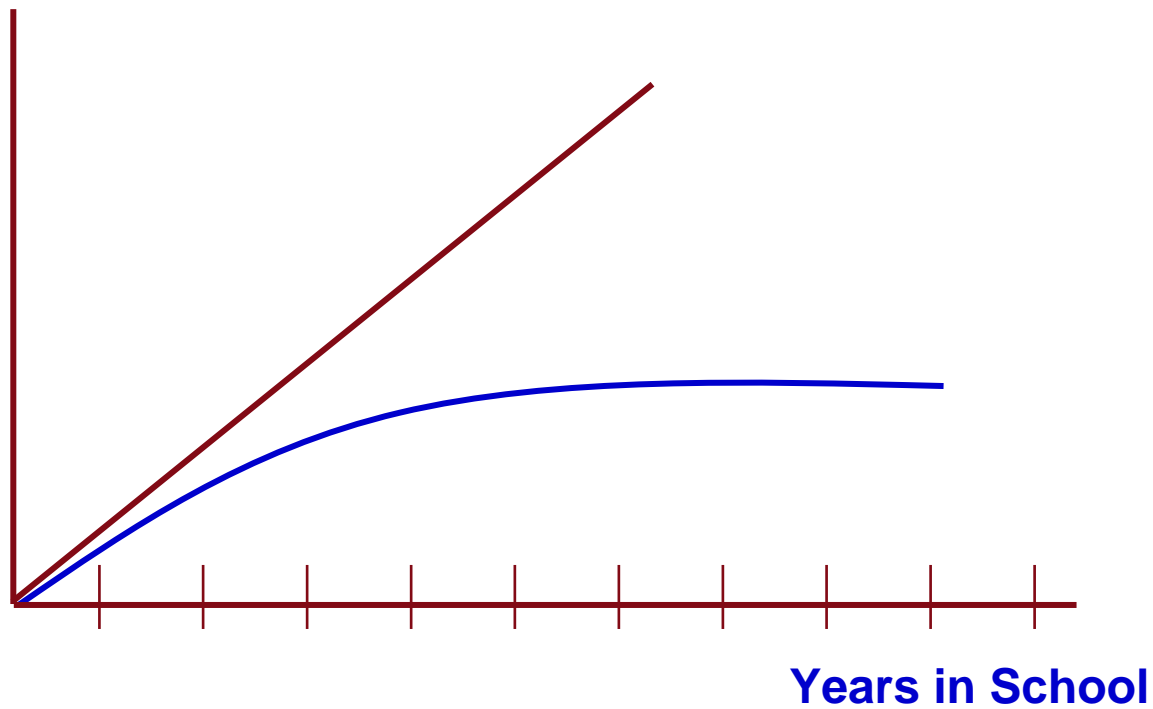
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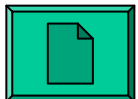
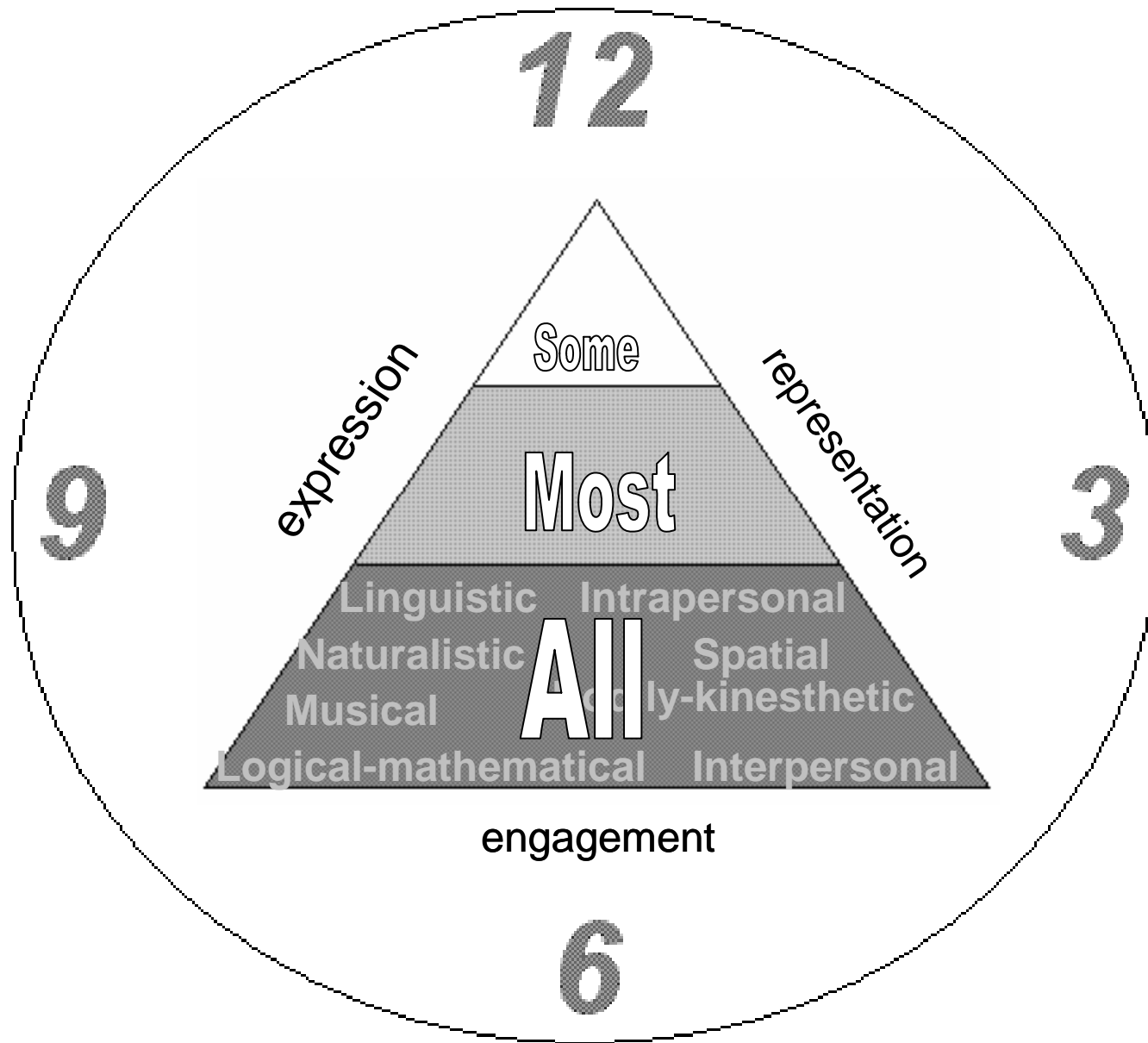
Agenda

- **Changing to an inclusive school/district**
- **Importance of planning, evaluation and time**
- **Using various types of co-teaching to ensure student success**
- **Structures to address a diverse learning population**
- **Instructional ideas for inclusive environments**
 - **Climate, grading, testing**

**Demands/
Skills**

The Performance Gap





Poll

Please select the category that best represents your site

1. What level do you represent?

- Elementary
- Middle School
- Junior High School
- High School

2. How many educators are at your site?

1-2

3-5

6-10

more than 10

3. What areas are present on your team

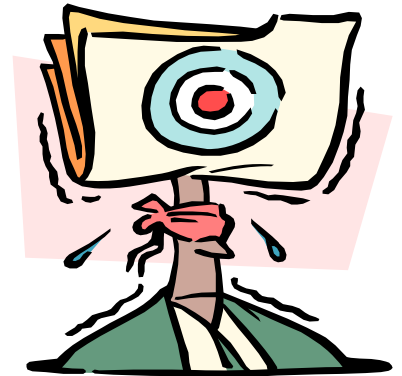
- administrators
- support faculty (guidance, psychologist, social worker, speech therapist)
- general education teachers
- special education teachers
- Paraprofessionals
- Parents

Universal Desires for All Children

- ***Self-esteem and belonging***
- ***Give and not always receive***
- ***Pleasure and joy***

School-wide Discipline

- **Make-up policy**
- **10 positives to 3 negatives**
- **3-second rule**
- **www.pbis.org**



Type in Response

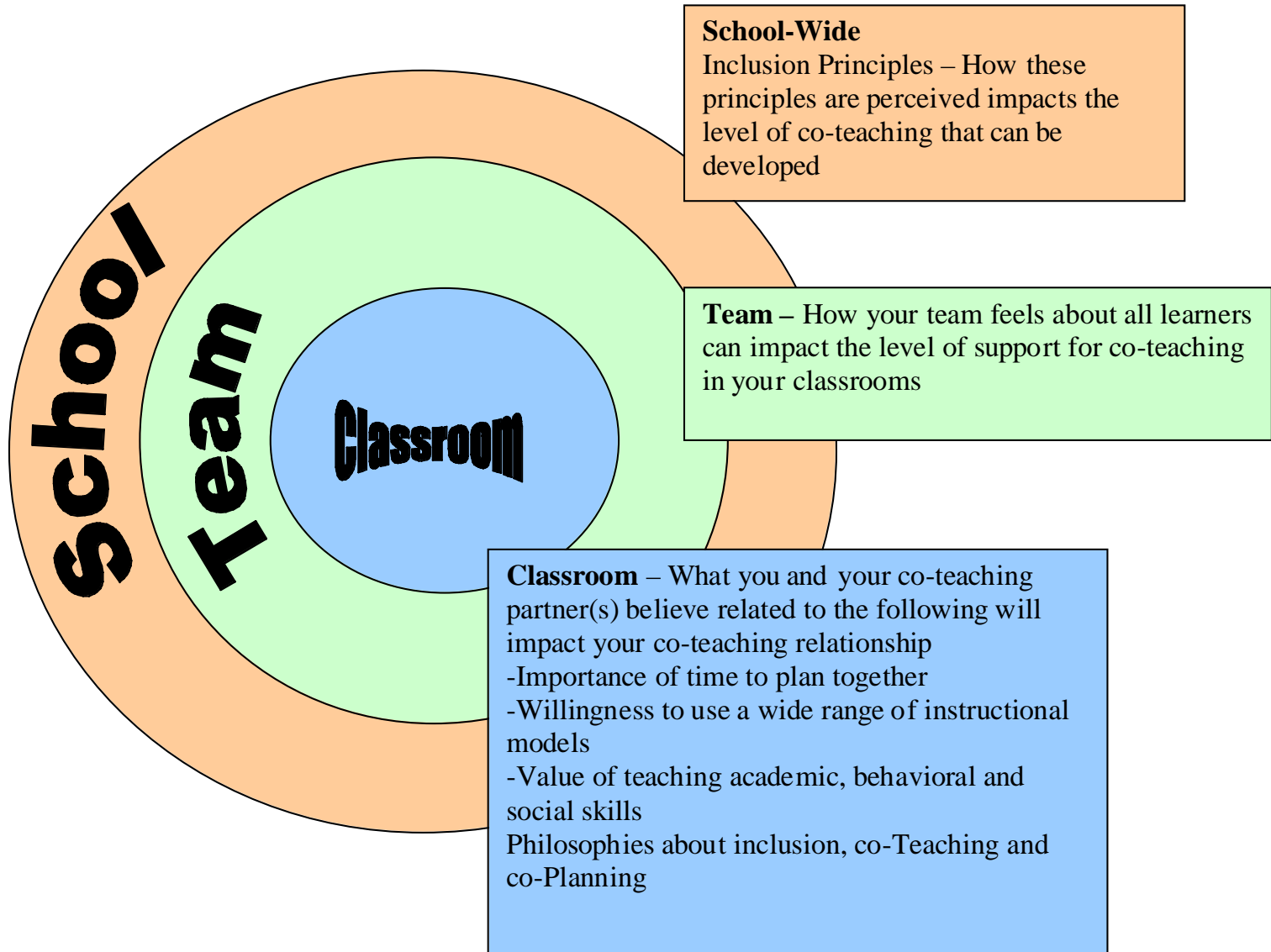
- ***Please type in what you see as the biggest issue related to behavior in your school?***

Make-Up Board

Make-up Policy – Any assignment that is late will be reduced by 10% for each week it is late. You may not turn in any missing assignment 1 week prior to the end of the quarter.

Cynthia	
Zoobee	
Gwenetta	
Joshua	
Samuel	

Circle of Influence



Inclusion Process - Where does your school function?

**Mainstreaming
vs.
Inclusion**

Inclusive Schools

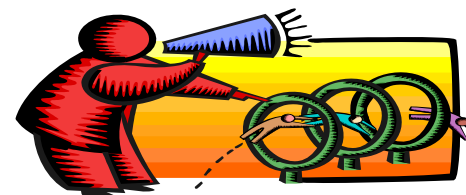
Rate your school 1 low to 5 high

- 1. All children belong**
- 2. A sense of community**
- 3. Diversity is valued**
- 4. Natural proportions**
- 5. Services based on needs rather than labels**



Inclusive Schools (cont'd)

6. Support provided in general education classrooms
7. Interdependence and support networks
8. Support facilitators or collaborating teachers
9. Resources are combined
10. Curriculum adapted when needed



How to Interpret Your Ratings

- **10-20: Beginning structure for successful co-teaching but several roadblocks still exist**
- **21-30: A good beginning but issues still exist that can hinder the co-teaching process**
- **31-40: On your way to creating a school climate that ensures greater success for co-teaching**
- **41-50: Co-teaching should be easily implemented**

Question?

**Would all of your staff
give the same ratings
as you did?**

Creating Inclusive Structures

- **If Pullout Programs**
 - **Same Behavioral and Academic Expectations**
- **IEP snapshots**
- **Curriculum snapshots**
- **Circle of Influence**



Poll

1. Which rating best represents your school?

- 10-20
- 21-30
- 31-40
- 41-50

2. Which of the 10 items for inclusive schools do you see as the greatest barrier (see handout page 2)?

1	6
2	7
3	8
4	9
5	10

Cooperative Teaching



Classroom Roles for Special Educators

- **Families**
- **Co-Teaching**
- **Support Teaching Period**
- **Itinerant Teacher**



Family Structure of Co-Teaching

**Monday
Math**

**Tuesday
Science**

**Wednesday
Soc. Studies**

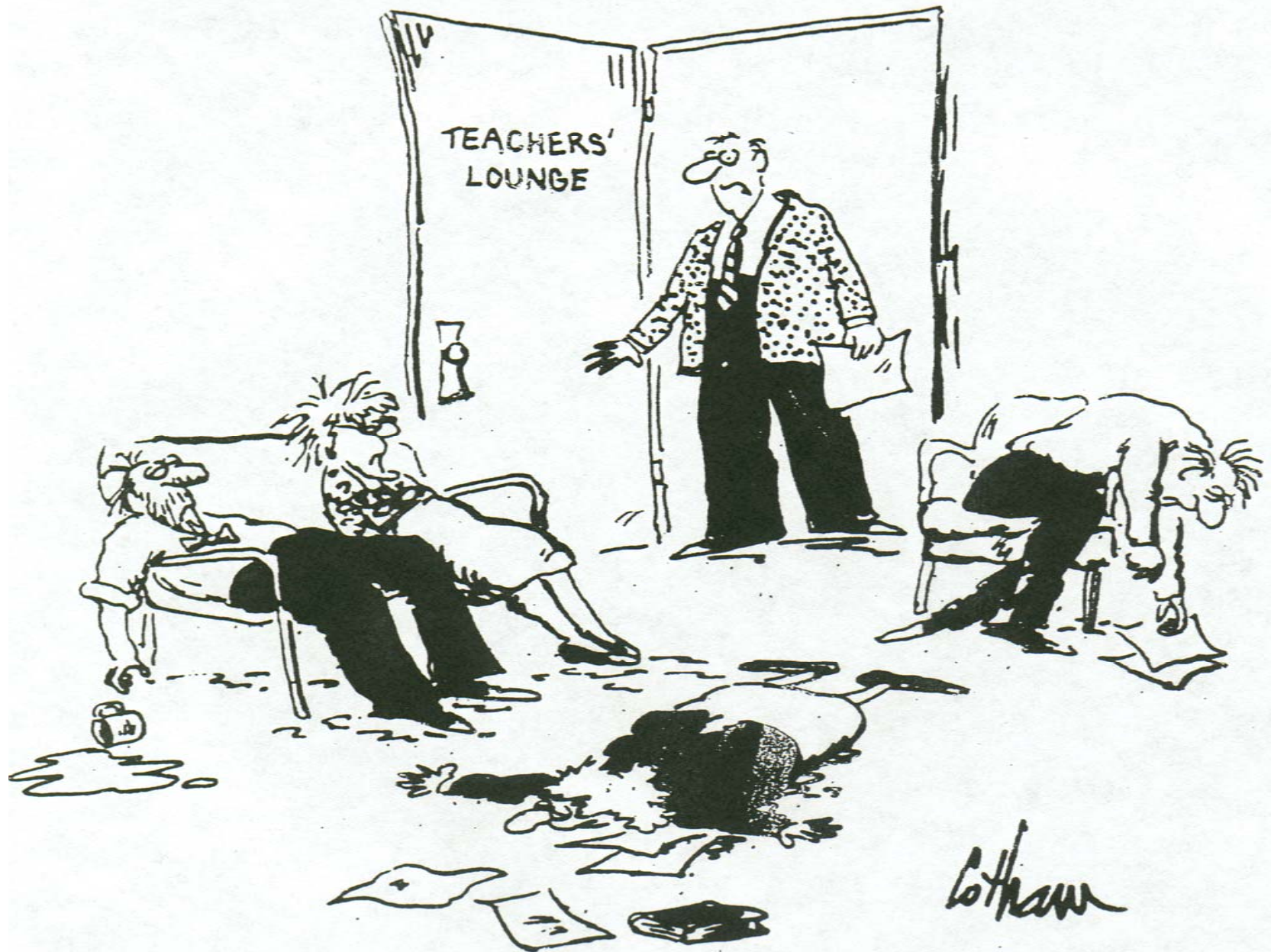
**Thursday
Lang. Arts**

**Friday was left open for trouble shooting,
planning and IEP meetings.**

Special Educator's Classroom

Behavior Area

Academic Area



"Another rough day?"

Tips for Successful Co-Teaching

Administrators

- **Expect Problems**
- **Praise Success**
- **Never Force a Relationship**



Tips for Successful Co-Teaching (cont'd)

Special and General Educator

- **Share responsibility for class and students**
- **Make planning a priority (10 minutes)**
- **Look for success not only in academic gains. Take data:**
 - **Behavioral**
 - **Social**
 - **Work habits**

Two Excellent Websites

www.powerof2.org

www.specialconnections.ku.edu

Administrators and Teachers

- Evaluate the process (regular schedule)
- Make changes when it is not working
- Ask 2 simple questions
 - Is what we are doing good for all students?
 - Is what we are doing good for both of us?



Types of Co-Teaching

Consider using Co-Planner

- **One Teacher Lead, One Teacher Support**
- **Station Teaching**
- **Parallel Teaching**
- **Alternative Teaching**
- **Team Teaching**



Co-Teaching Lesson Plan Book

Basic Concept

- Lesson Plan book that belongs to both general and special educator
- Written documentation of accommodations attempted for each student
- Way for general educators to identify students of concern
- Every 4 weeks a check-up or evaluation activity
- Additional ideas and resources for co-teaching
- A strategy to consider each week in planning

<http://www.knowledge-by-design.com/> or

<http://www.nprinc.com>

Co-Planning Template

Page 1: General Educator

Day	Lesson Big Idea/Goal	Activities	Assessment

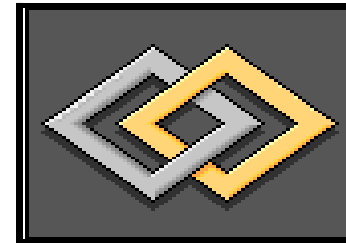
Co-Planning Template ***(cont'd)***

Page 2: Special Educator

Type of Co-Teaching	Academic or Behavioral Modifications	Notes – Either teacher can write comments in this section

One Teacher Lead, One Support

- **Lead teacher**
 - **Support teacher**
 - **Little planning**
- (Cook & Friend, 1993)



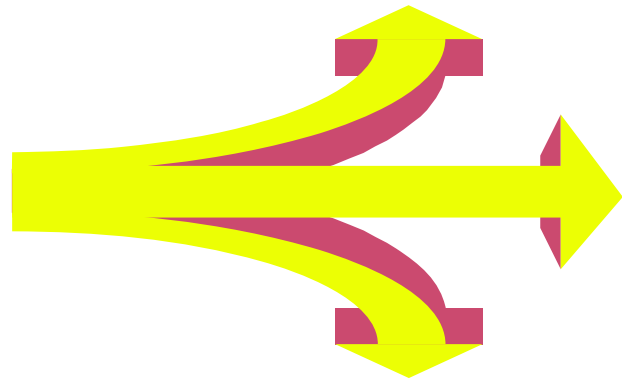
Station Teaching

- **Divide content**
- **Share but separate responsibilities**



Parallel Teaching

- **Same content**
- **Deliver instruction to half the class**
- **Joint planning**



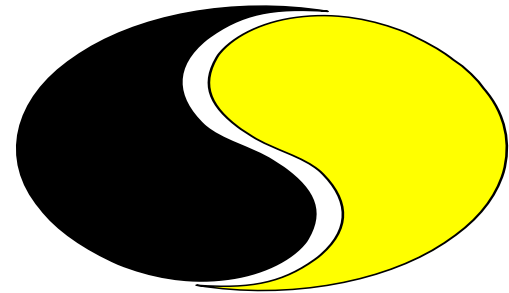
Alternative Teaching

- **One large group, one small**
- **Small group preteaches, reinforces or reteaches large group**
- **Joint planning**



Team Teaching

- **Shared instruction**
- **Coordinated activities in one lesson**
- **Mutual trust and commitment**
- **Co-planning**



Poll

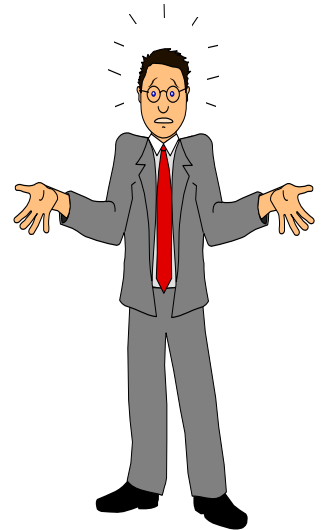
- Which of these types of co-teaching does your team use most often (choose all that apply)
 - One Lead, One Support
 - Station Teaching
 - Parallel Teaching
 - Alternative Teaching
 - Team Teaching
 - None of these types at this time

Planning Time

- **Use co-planner**
- **Have a floating planning period**
- **Leave one class early to plan with another teacher (*use with caution*)**
- **Plan lunch and prep together**
- **Use banking time**
- **Use peer tutoring/review schedule weekly in the class**

When you have planning time: What do you do?

- Use 7 structure format
- Prior to the start of the semester finalize how you will deal with grading, behavior, parents and assessments (Send letter to parents).
- Spend 10 minutes for each lesson on
 - Goal or “Big Idea”
 - Co-Teaching Type
 - Instructional Methods
 - *Do not focus on child-specific issues*



Type a Response

- 1. What is the biggest barrier to planning in your school?**
- 2. Type one suggestion/solution related to more or more effective planning time that has been used in your school.**

Inclusive Climate

- **Practice Social skills
(Skillstreaming by Goldstein, 1998)**
- **Partner with assigned role**
- **Base groups (numbers, letters and shapes)**

Inclusive Climate (cont.)

- **Prescription**
- **Excuse book**
- **Peer mentoring**
- **Clear the Air**
- **Brain Breaks**
- **Modifications chart - Handout page 13**

Excuse Book

***Please print clearly so your parent/guardian
can read your excuse.***

<i>Name</i>	<i>Excuse</i>	<i>What you plan to do about the missing assignment.</i>
Lisa Dieker	Forgot my assignment	I will bring it to you 3rd hour.
Zobee J.	Didn't do it	Nothing

Four Modes of Instruction

Telling	Asking	Showing	Doing
_____%	_____%	_____%	_____%
Expository	Inquiry	Demonstration	Activity

Grading

Strong schools are finding ways to move away from a letter system, Marzano, 2001

- **IEP/Contract Grading (see example p 15)**
- **Checklist**
- **Shared Grading**
- **Multiple Grading/rubrics**
- **Portfolio Grading (student-led conferences with PowerPoint)**

IEP Grading Matrix

	Tom	Jim	Bobby	Sally
Respects Others and Property				
Positive Attitude/ Behavior				
Completes Tasks				

Testing

- **Check Anxiety Level**
- **Give Immediate Feedback**
- **Complete One Problem/Question from Each Section**



After the Test

- **Retake**
- **Make Corrections**
- **Alternative Grading**
 - 30 questions – Test is worth 25
 - 30 questions – Teachers grade only those 20 identified as important for mastery of topic
 - 30 questions – Student attempts 22 misses 3, and grade is based on 19 out of 22
 - Multiple Grades – One grade for content, one for mechanics
 - Give Partial Credit



Overcoming Barriers

- **Schedule students with special needs first**
- **Consistent school-wide discipline policy**
- **Consistent school-wide make-up policy**
- **Find ways to acknowledge students - to the office or on a roll**



Type a Response

- **Type in any additional ideas you have in your school for including students with disabilities in your school at the secondary level.**

Additional Resources

- New book and Video - Secondary Inclusion
- <http://www.nprinc.com>
- 8 weeks science lessons grades 6-12 with built in academic and behavioral accommodations
www.uwm.edu/~caberg/access
- Universal Design for Learning
www.cast.org/teachingeverystudent/ideas/



**EACH AND EVERY DAY
EACH AND EVERY CHILD**

YOU have the

power

the passion

and the knowledge

to make a difference

**EACH AND EVERY DAY
EACH AND EVERY CHILD**

Successful Strategies for Middle and High School Inclusion

**Thank you for participating in today's
Web Seminar!**